

# Victoria Shanghai Academy

## Rustic Pathways



### CW01 CAS WEEK TRIP

## FIJI – HIGHLAND ADVENTURE



### Student Handbook

21 – 28 November 2014



STUDENT'S NAME: \_\_\_\_\_ HOMEROOM: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_ GROUP NO.: \_\_\_\_\_

Wiki Address for CW01: [http://clyeung.wikispaces.com/CW01\\_Fiji+Highland+Adventure](http://clyeung.wikispaces.com/CW01_Fiji+Highland+Adventure)

Wiki Address for all CAS Trips: [http://portal.vsa.edu.hk/?page\\_id=7053](http://portal.vsa.edu.hk/?page_id=7053)

(Including all announcements and detail of Insurance Policy)

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## Overview

On 21<sup>st</sup> November 2014 a group of 16 students with 2 staff will be going to Fiji 7 days to experience a cultural life by staying in the Village of Nasivikoso and have highland adventure. We will take part in a number of experiences that fit well into the following IB fundamental concepts.

- Holistic learning—representing the notion that all knowledge is interrelated and that the curriculum should cater to the development of the whole person, the attributes of which are described by the IB learner profile.
- Intercultural awareness—representing the notion that school communities should encourage and promote international-mindedness by engaging with and exploring other cultures, a key feature of international education as reflected in the attributes of the IB learner profile.
- Communication—representing the notion that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile.

Why do we do such trips? What is the educational purpose?

The MYP fundamental concepts describe the learning environment in which the student is operating and provide schools with guidance on developing their school culture. These fundamental concepts of holistic learning, intercultural awareness and communication underscore the IB's commitment to:

- providing a broad and balanced educational experience (**LEARN about Fiji**)
- educating the whole child (**ENGAGE in community service projects**)
- understanding and respecting all cultures and valuing multiple forms of expression (**GAIN cross cultural understanding**)

As a method for developing young minds and attitudes these activities cannot be beaten when they are exposed to lives that are quite different to their own. Activities are organized over the week, which will see them learning Fiji language and culture by interacting with the homestay family members, doing some construction work in the village, helping out in the school of the village and interacting with Fiji young children. This is all about giving without seeking tangible return. However there are Creativity, Action and Service components fulfilling the CAS requirements in the activities during the trip, the satisfaction of helping others is key here. Therefore the trip will be centered around the following statement of inquiry:

*We can enrich other people's lives while enriching our own.*

*我們可以在豐富他人的生命的同時豐富自己的生命。*

During this week students are asked to explore and focus on experiential learning using **an inquiry-based approach**.

The notion is that students understand through experience and can apply that understanding to serving others and their community. For this reason, all CAS Week trips have an element of **Community Service** built in.

Through their experiences, students come to understand how subject knowledge is interrelated and how learning is connected to the real world.

**The IB Learner profile** is a set of **skills and attitudes** which students are expected to develop as IB learners. CAS Week is structured in such a way as to help students develop as open-minded individuals; inquirers; thinkers; caring citizens and risk-takers.

The staff are looking forward to traveling with you in an event that will enrich your lives.

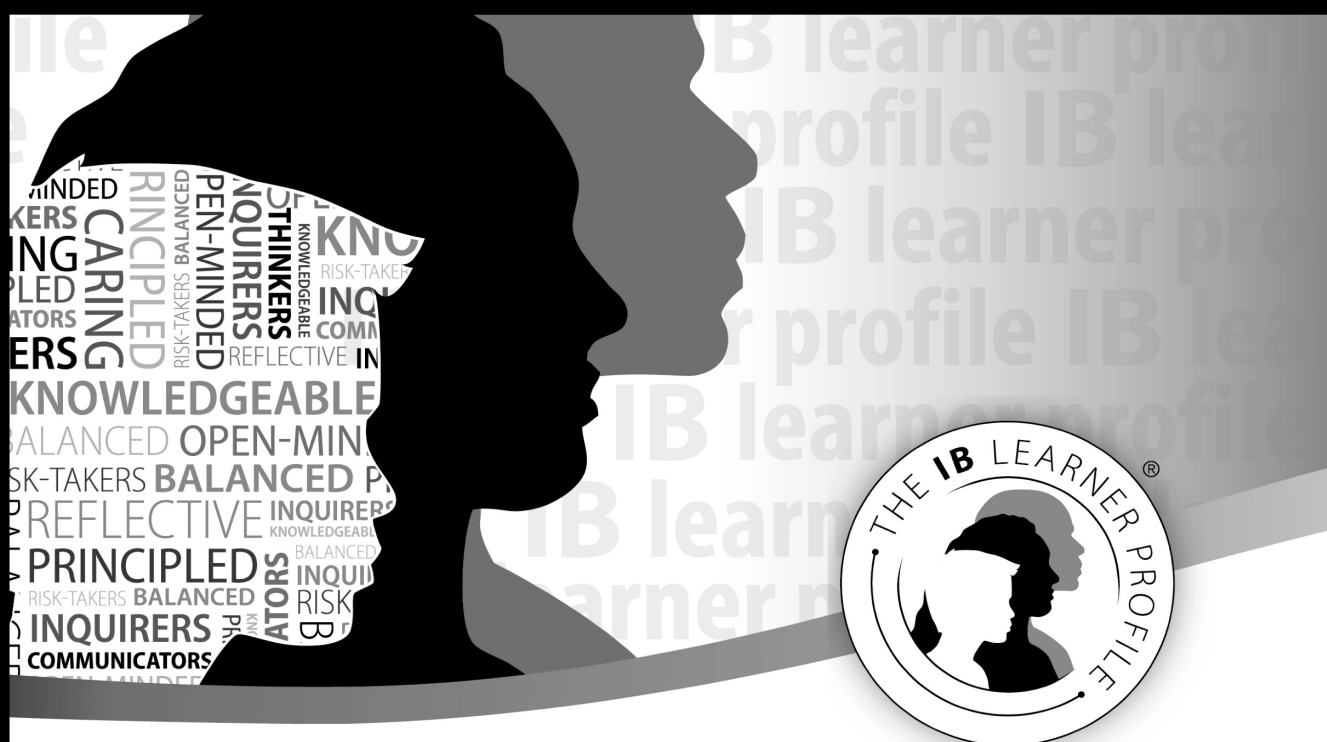
A wiki has been created for information for you and your parents and as a means of keeping in touch while we are away. The address for this wiki is on the front page of this booklet.

If you or your parents have any questions please contact us directed, by email ([ryeung@vsa.edu.hk](mailto:ryeung@vsa.edu.hk) or [cshire@vsa.edu.hk](mailto:cshire@vsa.edu.hk)) or call us at the school (ph 3402 1200).

Ms. Rosanna Yeung & Mr. Chris Shire (Trip Leaders)

*(Excerpts from MYP: 'Principles into Practice')*

## IB Learner Profile



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### **INQUIRERS** 積極探究

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE** 知識淵博

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS** 勤於思考

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS** 善於交流

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED** 堅持原則

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED** 胸襟開闊

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING** 懂得關愛

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **RISK-TAKERS** 勇於嘗試

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **BALANCED** 全面發展

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE** 及時反思

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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## General Guideline

Each CAS Week Trip is led by teachers-in-charge and supervised by staff. A ratio of 1 teacher to 10 students is strictly adhered to. Supervising teachers are male and female and qualified and experienced instructors or guides run all activities and field trips in country.

Students may need to meet **specific criteria** or **health and behaviour requirements**. The school maintains the right to refuse any student who does not meet those requirements.

Various **contingency plans** exist which consider safety, supervision and viability in the interests of the individual and the whole group:

In the advent of an external threat – the whole group returns to Hong Kong.  
For individual cases of misbehaviour/illness – your parent is contacted to retrieve you. In extreme cases or where the above is not possible, you may remain but will be separated from the group.

In all circumstances the best interests of the group and each individual is the most important consideration.

For all of the above contingency plans, expenses and costs will be borne by the parent(s).

Each trip leader carries emergency equipment (first-aid kit, mobile phone). **The safety of our students and the hygiene condition of the destinations are paramount.**

## Departure/Return Arrangement

	Departure	Return
<b>Date:</b>	<b>November 21, 2014 (Friday)</b>	<b>November 28, 2014 (Friday)</b>
<b>Flights:</b>	<b>FJ 392 4:55pm</b>	<b>FJ391 1:00am</b>
<b>Report / pickup time:</b>	<b>2:00pm</b>	<b>6:30am</b>
<b>Report / pickup point:</b>	Hong Kong International Airport Terminal 2 Fiji Airway's check in counter (Aisle P)	Hong Kong International Airport (Arrival Hall)

## Accommodations

Nov 22, Nov 23, Nov 24 and Nov 25

Rustic Pathways - Nasivikoso Base

Nasivikoso, Nausori Highlands.

(679) 6205 554

Nov 26

Uprising Beach Resort

Lot 1, Beach Rd, Pacific Harbour, Viti Levu, Fiji

(679) 3452 200

Trip Leaders Mobile Number:

	Hong Kong	Fiji
Ms. Rosanna Yeung	9314 1587	(679) 9921 548
Mr. Chris Shire	NA	(679) 9921 615
Ms. Maggie Lentz (Local Guide)	NA	(679) 9921 611

For weather information, please click into the link

<http://www.accuweather.com/en/fj/fiji-weather>



## Checklist

**Here's a checklist to help you packing and make sure you get everything you needs!**

The following website might also give you important information about passport and visa, climate, time zone, currency, language, dress, electricity, etc.

<http://www.fijiairways.com/bookings/fiji-visitor-information/>

## CARRY-ON LUGGAGE

(Use a small backpack/daypack that will be used throughout the trip on excursions)

- ☐ Hong Kong Identification Card & Passport *\*(please check expiry date: must be valid until May 2015).*
- ☐ Wallet
- ☐ Spare T-shirt, shorts and underwear
- ☐ Sunglasses
- ☐ Cap or sun hat
- ☐ Water bottle *\*(a must, empty it before go through immigration)*
- ☐ Camera
- ☐ Journals and Pens
- ☐ Music (ipod, mp3 player), books, etc.

## CHECKED LUAGGAGE:

### DRESS & ITEMS FOR SERVICE PROJECTS:

- ☐ School PE top, House T-shirt, other T-shirts with collar and sleeve (3-4)  
(\*Please note shoulders must be covered at schools and in villages, therefore no tank tops)
- ☐ Boys – Nice shorts: shorts that reach the knee, not gym shorts (1-2)  
\*(Please note culturally inappropriate to show any part of the thigh in Fiji)
- ☐ Girls – Long skirt that covers your knees and is comfortable (1-2)
- ☐ Girls – Sulu (sarongs) will be provided on your arrival to the village (you may bring your own if you have one)
- ☐ Girls – Light shorts (wear under the Sulu)
- ☐ Girls – Long shorts for sports at schools – must reach knee (1)
- ☐ Durable work gloves (required!)

### BASIC DRESS & DAILY NECESSITIES:

- ☐ T-Shirts (2-4)
- ☐ Tank tops (2-4)
- ☐ Long-sleeve T-shirt: for sun-sensitive skin (1)
- ☐ Shorts (1-2 pairs)
- ☐ Jeans or long pants (1 pair)
- ☐ Underwear and socks for 7 days
- ☐ Heavy sweatshirt or light jacket – for cool evening or wear at night



- ☐ Sneakers – close-toed shoes are required for some activities
- ☐ Swimming suit (1-2)
- ☐ Sandals and/or flip-flops
- ☐ Towel (1 beach, 1 bath)
- ☐ Sunscreen
- ☐ Insect repellent
- ☐ Lightweight raincoat or poncho
- ☐ Laundry bag for dirty laundry
- ☐ Flashlight or headlamp
- ☐ Linens – You will need a top sheet and/or blanket or lightweight sleeping bag. A bottom sheet and pillowcase will be provided for your bed)

*TOILETRIES – We strongly encourage all students to use only biodegradable soap*

- ☐ bio-degradable soap
- ☐ Biodegradable shampoo
- ☐ Toothbrush
- ☐ Biodegradable toothpaste
- ☐ Waterless hand sanitizer
- ☐ Personal first aid kit with band aids, antibiotic ointment
- ☐ Contact lens and fluid and spare glasses

*SPECIAL ITEMS FOR SERVICES:*

- ☐ Presents for the homestay members (something made by yourself or can represent Hong Kong)
- ☐ Teaching material, games, picture books (donate to the school and the community)
- ☐ Presents for the children of the school (e.g: stationeries, colour papers, non electronic toys, clothes, etc.)

*OPTIONAL:*

- ☐ Healthy Snacks
- ☐ Petty Cash (for souvenirs and donation)
- ☐ Personal medication (Keep by teachers throughout the trip)
- ☐ Other personal items as necessary

## Technology

As agreed at our students and parents meeting on the 24<sup>th</sup> and 25<sup>th</sup> of September students are **NOT** allowed to bring computers, ipad, etc. Students must take every opportunity to engage with what is happening around them and these items will be a distraction. iPods or any such music devices will be allowed for long flight or bus trip only.

As we are staying in homestay for 4 nights, students are allowed to make phone call to contact parents (although be prepared for mobile connectivity being extremely limited). However, you should be aware that in the village, there are no Wi-Fi service or Internet connection. Your teachers throughout the trip will keep your telephone, except you need to contact your parent.

In case of emergency, parent should contact your group leader on their Fiji mobile number or the Nasivikoso Base number (shown on page 7 of this booklet). **PLEASE NOTE** that this is only to be used in cases of **real emergency**.

There will not be a Wi-Fi service in the village, so it is probable that we will be unable to update our wiki daily. However, we will still assign 2 students to write the highlights of the day to save on a staff computer and try to keep parents informed of the activities carried out during the day. Hopefully on the morning of 27 November, you will be able to see the updates from our wiki.

[http://clyeung.wikispaces.com/CW01\\_Fiji+Highland+Adventure](http://clyeung.wikispaces.com/CW01_Fiji+Highland+Adventure)

## Money Matters

You will need some spending money for the following items

- Water
- Personal toiletries you need
- Souvenirs and gifts
- Extra food and snacks
- Donation to the Community we are serving

## Duties of Teacher / Supervisors on CAS Week Trip

1. Each teacher will be assigned a group of students for which he/she will be directly responsible during the entire trip.
2. In each group student leaders will take an active leadership role in organizing the students under the supervision of the teachers.
3. On Friday 21 November, students don't need to come to school and teachers will meet you at the Hong Kong International Airport terminal 2, Aisle P (near the Fiji Airway's check in counters), take attendance and check, collect and keep students' documentations and medications.
4. During the trip, teachers will periodically check on students to monitor behaviour and well-being.
  - Students are allowed to use ipod and mp3, players for music during long flight and bus travel only.
  - Students are not allowed to bring any kind of electronic device to the trip, except mobile phone for contact parents only.
5. On arrival to the village, teachers will assist in matching with host family or check-in to the hotel.
6. During mealtime, since you might be eating with your homestay family, as partner, you should remind each other to wash hands, and be aware if you or your partner have food allergy.
7. During the whole trip, teacher leaders closely monitor the students who have special healthy concerns.
8. Based on a rotating schedule, teachers will check on students both for lights out and morning wake-up and teachers and students will update the blog and select photo to upload each night (even though we might not be able to update wiki in the village).
9. Teachers and student leaders will monitor their assigned groups on all bus rides and activities.
10. Teachers will supervise their assigned group during all activities, including completing CAS Trip booklets, culminating projects, etc.
11. On the last day, teachers and student leaders will supervise the final clean-up and check-out of their group from the apartment/hotel. Teachers and student leaders will make sure all students are counted.
12. On return to the Hong Kong International airport, teachers will ensure the students in their group have been safely returned to their parents. Students will not be released until we see their parents or unless written permission has been given to the trip leaders (Ms. Rosanna Yeung or Mr. Chris Shire) for the students to leave on their own or pick up by another parent/ adult.
13. After the trip, we should all contribute to the presentation (for assembly, display board in the Ground floor or for corridor display).

## Behaviour Contract

Remember we have **RESPONSIBILITIES** to ourselves and our fellow travelers.

<b>Punctuality and Organisation</b>	
Be on time for all activities.	
Be prepared for all activities with correct equipment and clothing.	
Keep our room tidy and our belongings organised.	
<b>Respect for Ourselves and Others</b>	
Respect the law and customs of the host country. Display cultural awareness and an appreciation of the local customs.	
Wear appropriate clothing at all times.	
Look after ourselves by eating well and taking care of personal hygiene.	
Be responsible for our own belongings.	
Show respect and be polite to all people we meet and work with.	
Listen to our peers' ideas and opinions.	
Follow instructions of teachers and all staff.	
Use polite language at all times. A smile, a "thank you", "please" works marvels.	
Be helpful and cooperative when working with others.	
Keep noise to a minimum. Be considerate of other guests' needs and rights.	
Use of alcohol, tobacco or un-prescribed drugs is strictly prohibited.	
<b>A Positive Attitude and Good Effort</b>	
Participate in all the activities and enjoy all the experiences.	
Challenge yourselves to learn and experience as much as you can.	
Make positive contributions to activities and discussions.	
Reflect upon our experiences and what can learn from them.	
Report any unusual circumstances, inappropriate behaviour or concerns as soon as you can, to your team supervisor.	
Rooms assigned cannot be changed.	

## **Safety**

**Safety is the most important consideration for all members on this trip. Please remember the following:**

1. All illnesses, incidents, accidents, must be reported to a teacher ASAP.
2. STAY hydrated – **do not** wait until you are thirsty to drink water.
3. Students must not go near water or swim without permission and supervision of an adult.
4. Students must be supervised at all times.
5. Never go anywhere alone, ALWAYS be with your buddy.
6. Be aware of your surroundings – watch for slippery or uneven surfaces where it is easy to fall.
7. Always wear something on your feet. Never go anywhere outside barefoot.

**If you are ever separated from the group:**

1. Do not panic.
2. Depending on the location, stay where you are, it will be easier to find you. Do not wander around.
3. Never go off with a stranger.

## **Health and Hygiene:**

- Always wash your hands before eating.
- Always wash your hands after going to the toilet.
- Do not share personal items of toiletries; such as brushes, combs, toothbrushes.
- Do not buy fruit and vegetables that have already been opened or cut from a shop or the market.

**Sign your name here to show you understand and agree to these behaviour and safety guidelines.**

Student's signature \_\_\_\_\_

Date \_\_\_\_\_

Parent's signature \_\_\_\_\_

Date \_\_\_\_\_

## Room arrangement

### A. Homestay (Rustic Pathways - Nasivikoso Base - Nasivikoso, Nausori Highlands.)

Telephone: (679) 6205 554

	Name of Homestay	Name of teachers/ students		Telephone number/ Homestay Father and mother
F	Nasivikoso Base	Ms. Rosanna Yeung		(679) 9921 548
M	Nasivikoso Base	Mr. Chris Shire		(679) 9921 615
F	Vunalolo	NG Alyn	NG Tsoi Ching (Lydianne)	Uraia(F)* & Elena(M)**
F	Nabia	FU Tsz Wan (Vivian)	CHAN Siu Yau Tracy	Epi(F) & Vani(M)
F	Levuka	LIU Aofei	YAN Zixin (Annie)	Isimeli(F) & Laisani(M)
M	Talatala	CHAN Yuk Sum	LI Sizheng (Steven)	Church Minister(F) & Wife(M)
M	Wouwahi	SINGH Amanvir	CHAN Tsz Chun Ethan	Tomasi(F) & Kara(M)
M	Tovatova	NG Austin	SAT Abdul Matin	Manoa(F) & Leqe(M)
M	Babasaqa	WONG Justin	LI Cheuk Hang Owen	Mala(F) & Vula(M)
M	Were Block	CHOY Zi Him Jason	SUBAK-SHARPE Jonathan Peter	Epi(F) & Vika(M)

\* The English name inside the bracket is not written in official document.

### B. Hotel (Uprising Beach Resort, Pacific Harbour, Fiji,

Telephone: (679) 3452 200)

	Room Number	Name of teachers/ students	
F	Bure	Ms. Rosanna Yeung	
M	Bure	Mr. Chris Shire	
F	Dorm	NG Alyn	NG Tsoi Ching (Lydianne)
F	Dorm	FU Tsz Wan (Vivian)	CHAN Siu Yau Tracy
F	Dorm	LIU Aofei	YAN Zixin (Annie)
M	Dorm	CHAN Yuk Sum	LI Sizheng (Steven)
M	Dorm	SINGH Amanvir	CHAN Tsz Chun Ethan
M	Dorm	NG Austin	SAT Abdul Matin
M	Dorm	WONG Justin	LI Cheuk Hang Owen
M	Dorm	CHOY Zi Him Jason	SUBAK-SHARPE Jonathan Peter

## Assigned Group

Group 1 (Primary 1 & 2)	Mr. Chris Shine NG Alyn, NG Lydianne, CHAN Tracy, NG Austin, SINGH Amanvir, CHAN Ethan, SAT Matin, LI Owen.
Group 2 (Primary 3 & 4)	Ms. Rosanna YEUNG YAN Annie, FU Vivian, LIU Aofei, LI Steven, CHAN Yuk Sum, WONG Justin, CHOY Jason, SUBAK-SHARPE Jonathan

## **Before, during and after the trip**

### **Before the trip:**

Research the cultural of Fijian, especially for the Village of Nasivikoso.

Prepare educational programme and activities for the primary students in the Village's school.

Prepare presents for your host family members and the primary students you are going to serve.

Read this trip booklet carefully and get yourself well prepared for the trip.

### **Throughout the trip:**

Follow the behavior contact.

Also be with your buddy. Never be alone.

Be proactive and communicate with your host family members.

Engage in all activities scheduled, willing to take risk and challenge yourself.

Cooperate with your group members and care about them all the time.

Complete the daily reflections.

### **After the trip:**

Reflect on the service, what have you learn and develop as an IB learner.

Revisit the pre-departure Reflections and see how much enduring understandings have you gain from this trip.

Prepare for the project week presentation / exhibition.



## Daily reflections — Before the trip

### Understanding our service project

#### Overview of Service

The overview of service included below introduces students to the critical issues and specific interventions they'll engage with while on the program. Service details are intended to be shared with students before they complete the pre-departure reflection.

**Project Name:** Nasivikoso Village School

**Area of Focus:** Education

**Location:** Nausori Highlands, Fiji

**Project Background:** Rustic Pathways has partnered with the village of Nasivikoso for more than twenty years to undertake a range of community development projects. More than five years ago, the village identified the development of a school in the community as a key priority to address challenges around access to education. Children had to attend boarding school starting in first grade and were away from the care and support of their families living in relatively unsupervised dorms. During the rainy season, transportation to school was unreliable which impacted attendance.

In 2011, the Ministry of Education approved establishment of a new school and Rustic Pathways committed to supporting the development of facilities. The first classes started in 2012, and students in grades 1 - 4 now attend the new school. Once all facilities are completed the school will hold classes for Grades 1 - 8. In 2014, the Prime Minister's office also contributed to the development of the facility and funded construction of two additional classrooms, teachers houses and additional toilet facilities.

**Your Role:** VSA students will be help to complete the construction of a house for teachers at the school. Teachers are assigned to the school by the government and the community is responsible for providing adequate housing for them. This is a critical piece of the school development and will enable additional teachers to be assigned to the school.

**Donations:** Students interested in bringing donations are welcomed to bring books for the school library. Books should be in English, in good condition and appropriate for early readers. Please be mindful of baggage allowances when packing. Generally bringing 1-4 books is best. Please also note that we ask students to bring books with them but they should not send books to Fiji after the program as shipping costs are high and mail unreliable.

## **Enduring Understandings**

This program will develop the following enduring understandings in students:

- ✓ The local service project you're participating in exists within the context of larger development efforts. Getting involved in these efforts beyond your trip has the opportunity to truly create change.
- ✓ Traveling in communities around the world means leaving an impact. Being a responsible traveler means understanding what impact you seek to leave and taking actions to make those goals a reality.
- ✓ Meaningful cultural exchange is reciprocal and involves both learning from others and sharing what you have to offer with others.
- ✓ Understanding the social, cultural, and institutional histories that have led to current realities is critical to understanding local challenges and potential solutions. Cross cultural communication and cooperation are essential to solving some of our world's most pressing issues.
- ✓ Personal growth is continuous and results from constantly challenging the perspectives and assumptions that we all carry with us. Our experience cannot be separated from the perspectives and assumptions we bring to it.

## Pre-departure Reflections — Before the trip



Write notes and your answer in the notebook provided.



*Reflecting on why we serve and what we are bringing to the experience:*

- How do you define service?
- From your perspective, why is service critical to our world? Why have you chosen to participate in this service program?
- What is your responsibility as a member of any community? What does it mean to be a member of a global community?
- In what ways have others supported and served you in your life? How does that impact the perspective you are bringing into this experience?
- What do you know about the communities you will visit on this program? What do you not know? What do you think the members of the community assume about you and your classmates?

*Reflecting on the experience and impact we expect to have on the ground:*

- What impacts, both positive and negative, do you think your group might have in the communities you will visit? How can you minimize the negative impacts?
- How does the project that you are going to be a part of in a local community address a larger global development issue?
- Should both your group and the local community get something out of this service project? How do you see this happening on your program?
- What kinds of cross cultural challenges do you think there may be? How will you handle them?
- If a community has limited resources, who decides how to spend them? What should their priorities be based on?
- How do you think your own understanding of the community (its culture, history, religion, politics) will affect your experience?

*Reflecting on how this experience might impact us in the future:*

- What role do you see yourself playing in service beyond this program?
- What do you hope to gain or learn from this travel experience?
- Do you anticipate connecting with other members of our global community will change the way you think about social responsibility? If so, how?

## Pre-departure Research — Before the trip



Write notes and your answer in the notebook provided.



1. About the Nasivikoso Village:
  - a. When did people started to live in Nasivikoso Village? (History/ Origin)
  - b. Where is the location of Nasivikoso Village (which part of the Fiji Island)?
  - c. Who and how many people are living in Nasivikoso Village?
  - d. What are the main vocations you can find from Nasivikoso Village?
  - e. How is Nasivikoso Village different from our living place (culture, dress, entertainment, life style, environment, personality, etc.)?
2. About the School in Nasivikoso Village:
  - Do research about the school in the Nasivikoso Village.
  - Make a presentation of any kind to introduce the school and the service you are going to do for the students.
3. About the unique Sigatoka Sand Dunes
  - Do research about the Sigatoka Sand Dunes we are going to hike through.
  - Make a list of what should you prepare for this hiking and what are the potential challenges or risk.
4. About the Zip Lining / High Rope Course
  - Do research about the Zip lining activity we are doing on the last day of our trip.
  - Make a list of what should you prepare for this activity and what are the potential challenges or risk.

Write notes and your answer for the Pre-departure Reflections and Pre-departure Research in the note book provided.

## Daily reflections — Before the trip



Write notes and your answer in the notebook provided.



1. What are your expectations for this CAS week trip?
2. How do you develop the different IB learner profile attributes through this trip?  
Choose at least 2 attributes to work on.

## Daily reflections — Day 1 (22 Nov – Saturday)

Today's new experience

Write about your first impressions of the followings:

1. Rustic Pathways Fiji staff at Nadi Airport
2. The tropical breakfast
3. The truck or four-wheel drive vehicle journey to the Nasivikoso Village
4. The sevusevu ceremony
5. The Nasivikoso Village
6. My host family

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## Daily reflections — Day 2 (23 Nov – Sunday)


Draw about what you have learned today.

### 1. Language lesson


ENGLISH	FIJIAN	PRONOUNCED
Hello	Bula	M'Bula
Good bye	Ni sa moce	Nee-sah-mothay
Good morning	Ni sa yadra	Nee-sah-yandra
Thank you very much	Vinaka vaka levu	Vee-nah-kah vahka levoo



ENGLISH	FIJIAN	PRONOUNCED
One	Dua	Doo-ah
Two	Rua	Roo-ah
Three	Tolu	Toe-loo
Four	Va	Var
Five	Lima	Lee-mar



ENGLISH	FIJIAN	PRONOUNCED
Please	Yalo vinaka	Yahlow vee-nah-kah
Yes	Io	Ee-o
No	Sega	Seng-ah
Sir/man	Turaqa	Too-ranga
Lady/woman	Marama	Ma-rahma



The beautiful Fijian language is easy to learn and those who try are usually well rewarded with a friendly Fijian smile of encouragement.

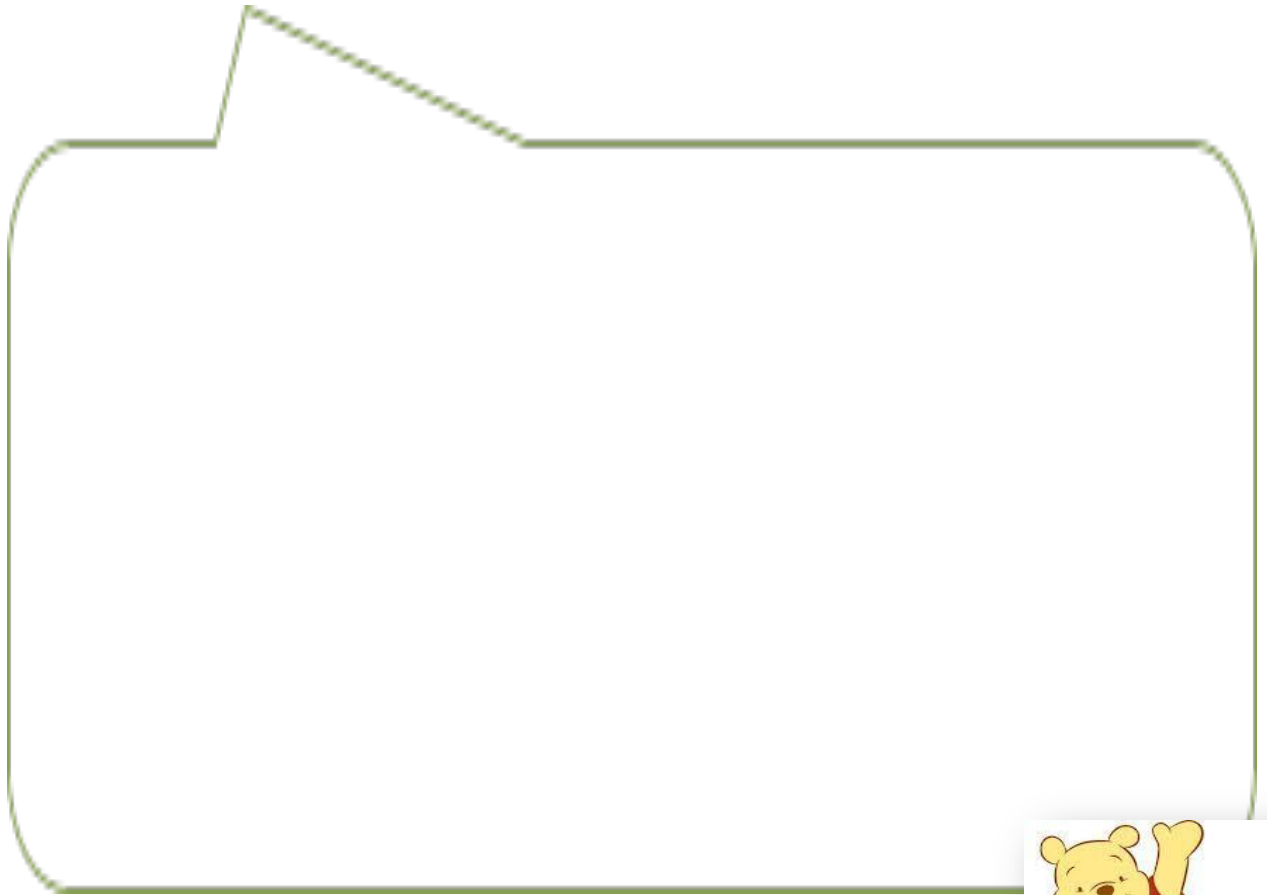
*Say it in Fijian* FIJI ISLANDS

### 2. The educational landscape of the area and Nasivikoso's efforts to build an elementary school in the village.



## Daily reflections — Day 3 (24 Nov – Monday)

1. Describe the activities and your feeling before, during and after the activities.  
(e.g. Describe the people, the location, your interactions, etc.  
Describe an event/person that stands out in your mind.)



2. What surprised/influenced you about the experience?





## Daily reflections — Day 4 (25 Nov – Tuesday)

Use your five different senses to write about your experience today.  
(Construction work / educational programme with primary students.)



**SIGHT:** I see with my **eyes**.



**HEARING:** I hear with my **ears**.



**TASTE:** I taste with my **tongue**.



**SMELL:** I smell with my **nose**.

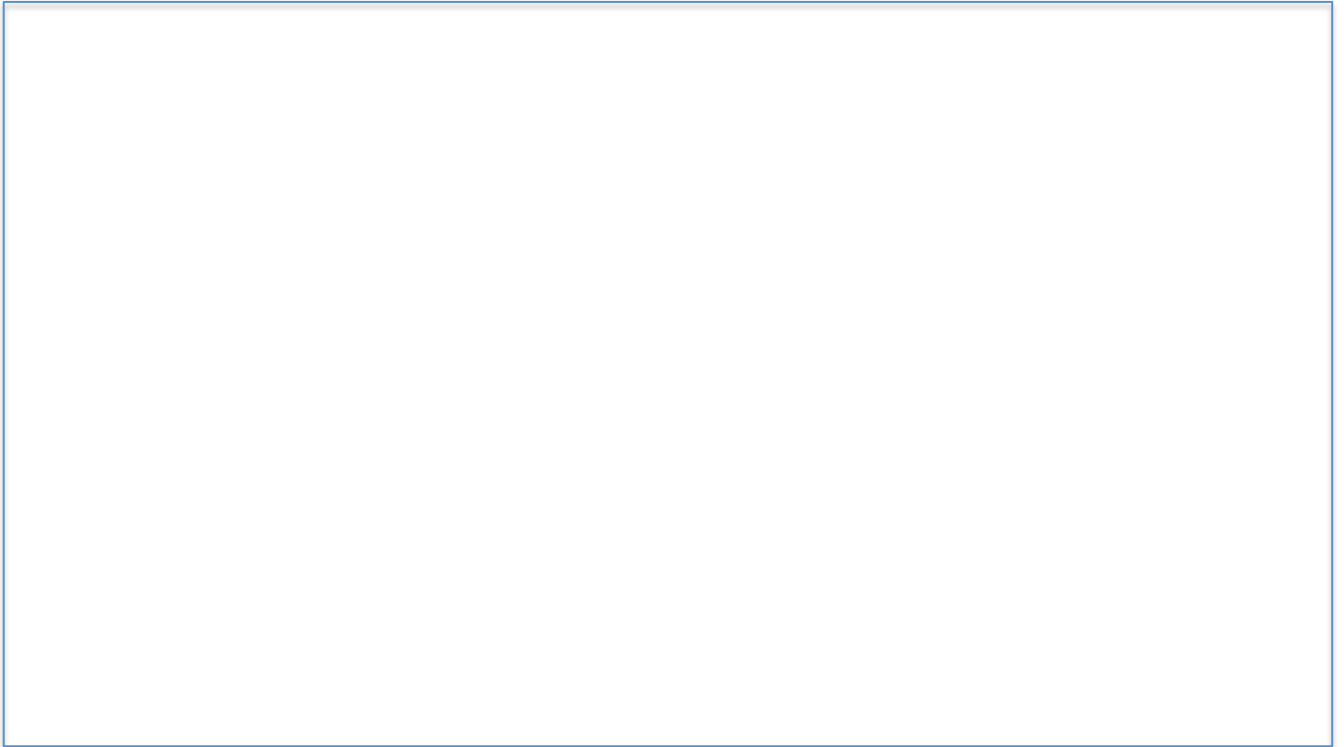


**TOUCH:** I touch with my **hand**.



## Daily reflections — Day 5 (26 Nov – Wednesday)

1 Draw the most attractive scenic you've seen today.  
(The coast, the Sand Dunes, the Hotel...)



2. Write a Poem to describe your drawing.

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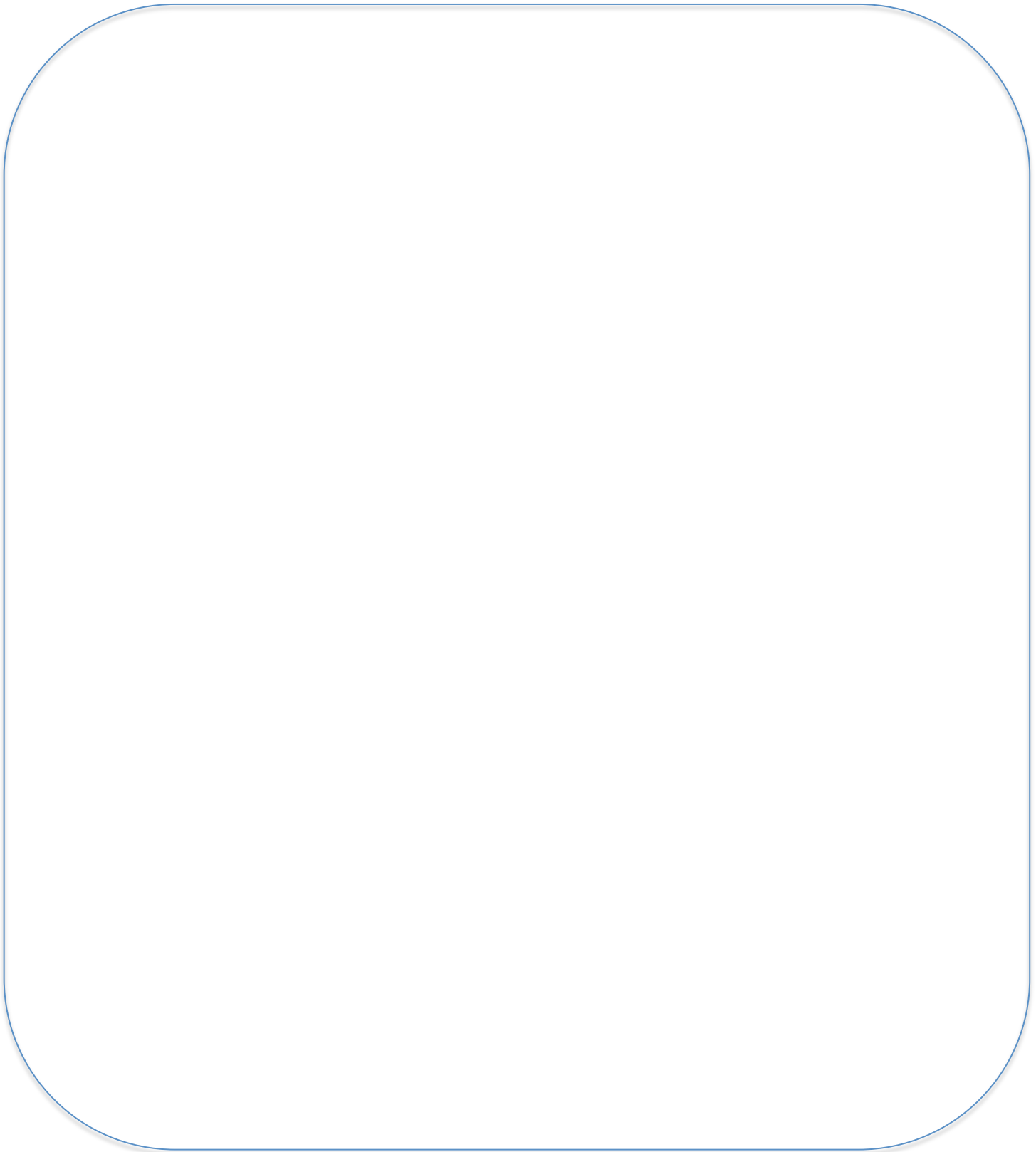
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## **Daily reflections — Day 6 (27 Nov – Thursday)**

Take photos of today's activities.

Make a simple poster with your photos in this page to share your experience.

MY POSTER

A large, empty rounded rectangle with a blue border, intended for a poster. The rectangle has rounded corners and a thin blue outline, occupying most of the lower half of the page.

## **Daily reflections — After the trip**

Are you knowledgeable about the places after your project week trip?

**Did you achieve your expectation for this trip?**

What is your most enjoyable activity?

**Which IB Learner Profile have you developed?**

Give examples to show how you have developed as an IB learner throughout this trip.

Prepare a presentation of any kind to perform to other students to share your experience, especially about the service component.  
(e.g. Video / role play / poster / TED talk, etc.)

Create a chapter as part of your e-portfolio as “CAS Week” and finish your e-portfolio.

## Itinerary Daily

Highlands Adventure – Fiji (Itinerary from 21/11- 28/11/2014)

	Morning	Afternoon	Evening/Night
21/11 (Fri)		1400 Gather in the HK International airport	Depart: HK at 1655 (FJ392)
22/11 (Sat) (Day 1)	-Arrive Nadi (0805am)  -Transfer to village of Nasivikoso (by truck or 4-wheel drive vehicle)	-Sevusevu ceremony -Village tour -Meet with homestays families in small groups	-Meals and nightly discussion in base house
23/11 (Sun) (Day 2)	-Language lesson -Learn about the educational landscape of the area and Nasivikoso's efforts to build an elementary school in the village	-Help the villager with school construction  -Swim in the river / release time	-Dinner and nightly discussion  -Traditional kava ceremony
24/11 (Mon) (Day 3)	-Service work on the Village Education Project (Manual labour: such as, building, paving, cementing, painting)/ (Develop educational resources: such as, design activities/games, structured play, English conversation, arts and crafts) -Service debrief		-Share life stories with the villagers -Traditional Meke Performance
25/11 (Tue) (Day 4)	-Service work on the Village Education Project (Manual labour: such as, building, paving, cementing, painting)/ (Develop educational resources: such as, design activities/games, structured play, English conversation, arts and crafts) -Service debrief		-Share life stories with the villagers -Farewell ceremony
26/11 (Wed) (Day 5)	-Transfer back to the coast -Hike the unique Sigatoka Sand Dunes -Check in to the Hotel		-Playing beach volleyball/relax by the pool/kayaking/ enjoy the sunset on the beach
27/11 (Thur) (Day 6)	-Watch sunrise -To Fiji's Zip Line / high ropes course -Shopping for traditional souvenir		Dinner To Nadi Airport -Depart Nadi at 0100 midnight (FJ391) -Arrive Hong Kong on 28/11 Friday at 0630